

## ✓ Needs

### ■ [ELA](#)

According to Power BI, students at Ford Road Elementary increased in Reading from Fall 2020 to Spring 2021 on Mastery Connect. The data shows that in Fall of 2020, students on track plus mastered was 37.2%. The data shows that in Spring of 2021, students on track plus mastered was 46.6%. The data shows an increase of 9.4% from Fall 2020 to Spring 2021 on Mastery Connect in Reading. [Economically Disadvantaged students increased from 19.6% on track and mastery on Fall Mastery Connect Assessment to 27.8% on track and mastery on Spring 2021 Mastery Connect Assessment.](#) B, H, N students increased from 20.8% on track and mastery on Fall Mastery Connect Assessment to 23.2% on track and mastery on Spring 2021 Mastery Connect Assessment.

 [ELA- Schoolwide](#)

 [ELA- Grade Level 3](#)

 [ELA-SWD-girls 2020-2021](#)

[View 1 more...](#)

 turnermh@scsk12.org

Oct 28

 [B BHN ED-Mastery\\_Connect\\_Data.docx](#)

## Root Cause Analysis for "ELA"

✓ Ready

For each prioritized need, please provide the following information:

1. Reflect on your prior strategies in this area. Where have you been successful and where have you faced challenges?
2. Please list the root causes and supporting data for each of the prioritized needs. The [5 Whys protocol](#) is an optional tool to support district and school leaders in identifying these root causes and supporting data for each prioritized need.

### Successes:

- Ford Road Elementary made continuous gains on the Mastery Connect assessment during the 2020-2021 school year. A total of 46.6% of our scholars were on track and mastered on the spring assessment.
- Ford Road Elementary utilized two on-site literacy coaches to provide a layer of support and give feedback to ELA teachers.
- The literacy coaches observed educators on a weekly basis and provided areas of strength and areas of improvement.
- Educators planned laterally (across grade levels) to improve instructional practices.
- Educators used the Educational Epiphany and instructional curriculum guides intentionally and with fidelity for the 2020-2021 school year.
- [A total average of 24.7% of the TSI identified subgroup of B, BHN, and ED scholars were on track and mastered on the Spring Mastery Connect Assessment. These scholars benefited from having two on-site literacy coaches to provide a layer of support to teachers that improved their instruction.](#)

### Challenges:

- 31.9% of students school-wide scored in the Below category on the Spring Mastery Connect Assessment, and there was only a 3.2% decrease of students who were On-track from the Fall Mastery Connect Assessment to the Spring Mastery Connect Assessment.
- 47% of students with disabilities (girls and boys) scored in the below or approaching category on the Fall 2020 Mastery Connect assessment, and there was only a 16% increase of students with disabilities (girls and boys) who were On-track or showing Mastery from the Fall Mastery Connect Assessment to the Spring Mastery Connect Assessment.
- 63.9% of students in fifth grade scored in the Below category on the Spring Mastery Connect Assessment, and there was only a 19.8% decrease of students who were On-track or showing Mastery from the Fall Mastery Connect Assessment to the Spring Mastery Connect Assessment.
- 24.7% of the TSI identified subgroup of B, BHN, and ED scored on track and mastered on the Spring 2020 Mastery Connect Assessment (ELA).

## PRIOR STRATEGIES

Some of the prior strategies that have been used to support the TSI identified subgroup of B, BHN, and ED are 3-5 scholars are writing daily, being exposed to text, being engaged as students using turn and talk, chin it, red when ready, exit tickets for reading, and annotating reading text. Materials such as workbooks and writing materials were purchased through Title 1 funds to support the TSI identified subgroup of B, BHN, and ED. These materials have contributed to our subgroup outcomes.

Root Cause Analysis:

There were items on the test that had not been taught according to pacing guides.

Foundational skills and basic comprehension skills had to be retaught from the previous grade.

Many students (including the TSI identified subgroup of B, BHN, and ED) were well below grade level.

Teachers were not adequately trained in early foundational skills.

Many of the primary teachers last year were novice teachers.

**Area of Need:** Increase the Number of Students Performing on Grade Level for ELA

**Framing Question:** Why do we have about 32% of our students performing below their current grade level?

Hypothesis 1: Teachers did not deliver effective Tier 1 instruction

Why? Teachers did not plan properly.

Why? Teachers did not have a planning protocol to follow.

Why? Teachers planning time was taken for other tasks.

Why? Teachers did not plan consistently.

Why? The new notice teachers were unfamiliar with the curriculum.

**Area of Need:** Increase the Number the TSI identified subgroup of B, BHN, and ED students Performing on Grade Level for ELA

**Framing Question:** Why do we have about 40% of the TSI identified subgroup of B, BHN, and ED performing below their current grade level?

Hypothesis 2: Teachers did not deliver effective Tier 1 instruction

Why? Teachers did not plan properly.



Why? Teachers did not have a planning protocol to follow.

Why? Teachers planning time was taken for other tasks.

Why? Teachers did not plan consistently.

Why? The new notice teachers were unfamiliar with the curriculum.

## COVID-19 Considerations for "ELA"

✓ Ready

*How is COVID-19 impacting this need? Consider the impacts of addressing learning loss, quality of instruction in remote learning, student attendance and engagement in remote learning, early literacy, student and teacher well-being, and/or teacher supports due to COVID-19 in connection to this need.*

The following summarizes COVID-19's impact on the ladder part of SY20.

- Students (including the TSI identified subgroup of B, BHN, and ED) including missed the fourth quarter of instruction; therefore, resulting in a loss of learning.
- Students (including the TSI identified subgroup of B, BHN, and ED) received limited to no direct instruction during the fourth quarter.
- Student (including the TSI identified subgroup of B, BHN, and ED) resource packets were made available online and at various distribution centers throughout the city.
- Instructional videos were created to support instruction and were made available through the SCS website and local television stations.
- Students (including the TSI identified subgroup of B, BHN, and ED) lost access to many of the supports that they typically receive in schools (e.g., vision and hearing screenings, warm meals, guidance counseling, etc.)
- The needs of exceptional children and English Language Learners may not have been adequately addressed during school closure.
- Social and emotional needs of teachers and students (including the TSI identified subgroup of B, BHN, and ED) were impacted.

The following summarizes COVID-19's impact on SY21.

- Some students (including the TSI identified subgroup of B, BHN, and ED) have faced obstacles (e.g., weak or limited access to Internet, environments that impeded student's (including the TSI identified subgroup of B, BHN, and ED) ability to focus, limited support, etc.) that have hindered them from fully participating in the remote learning environment.
- Due to limited technology many of our students (including the TSI identified subgroup of B, BHN, and ED) did not have access to online resources and virtual learning opportunities.
- Some students (including the TSI identified subgroup of B, BHN, and ED) may have received assistance with completing screeners and assessments that were not administered directly by the teacher which impacted assessment results.
- The achievement gap among students (including the TSI identified subgroup of B, BHN, and ED) may widen based upon the variance of parental availability, support, and engagement during virtual learning.
- Students (including the TSI identified subgroup of B, BHN, and ED) lost access to many of the supports that they typically receive in schools (e.g., vision and hearing screenings, warm meals, guidance counseling, etc.)
- Social and emotional needs of teachers and students (including the TSI identified subgroup of B, BHN, and ED) were impacted.

---

## Math

According to Power BI, students at Ford Road Elementary increased on the Math assessment using Mastery Connect data from Fall 2020 to Spring 2021. The data shows that students on track plus mastered in Fall 2020 was 44.4% on Mastery Connect Math. The data shows that students on track plus mastered in Spring 2021 was 48.0% on Mastery Connect Math. The data shows that from Fall 2020 to Spring 2021, there was an increase of 3.6% on the Mastery Connect Math assessment. [Economically Disadvantaged students in K-2 increased from 58.1% on track and mastery on Fall 2020 Mastery Connect Assessment\(math\) to 65.7% on track and mastery on Spring 2021 Mastery Connect Assessment. Economically Disadvantaged students in 3-5 increased from 28.9% on track and mastery on Fall 2020 Mastery Connect Assessment to 30.5% on track and mastery on Spring 2021 Mastery Connect Assessment. B, H, and N students in K-2 increased from 62.4% on track and mastery on Fall Mastery](#)



## Root Cause Analysis for "Math"

✓ Ready

*For each prioritized need, please provide the following information:*

- 1. Reflect on your prior strategies in this area. Where have you been successful and where have you faced challenges?*
- 2. Please list the root causes and supporting data for each of the prioritized needs. The [5 Whys protocol](#) is an optional tool to support district and school leaders in identifying these root causes and supporting data for each prioritized need.*

### Successes

- On the fall Mastery Connect assessment, 23.1% of Ford Road's 3rd grade scholars were on track and showing mastery. The spring data revealed that 77.3% of Ford Road's 3rd grade scholars were on track and showing mastery ( a 54.2% increase). 61% of SWD (girls) scored on track and mastered on the fall mastery connect assessment.
- Ford Road Elementary utilized an on-site mathematics coach to provide a layer of support and give feedback to math educators.
- The mathematics coach observed educators on a weekly basis and provided areas of strength and areas of improvement.
- Educators used the pacing and curriculum guides intentionally and with fidelity for the 2020-2021 school year.
- [48.1% of the TSI identified subgroup of B, BHN, and ED scored on track and mastered on Spring 2021 Mastery Connect Assessment \(math\).](#)

### Challenges

- [81.3% of Ford Road's 5th grade scholars scored below proficient on the spring Mastery Connect assessment.](#)
- [The percentage of fourth graders scoring on-track and mastery decreased from 39.7% in the fall to 4.2% in the spring.](#)
- [Ford Road is a level 1 in Math \(including the TSI identified subgroup of B, BHN, and ED\).](#)
- [The TSI identified subgroup of B \(grades 3-5\) decrease from 31.1% on Fall 2020 Mastery Connect to 28.6% on Spring 2021 Mastery Connect Assessment \(math\).](#)

## PRIOR STRATEGIES

Some of the prior strategies that have been used to support the TSI identified subgroup of B, BHN, and ED are scholars are writing daily, being exposed InSync, being exposed to text, being engaged as students using turn and talk, chin it, red when ready, exit tickets for math, and using manipulatives. Materials such as workbooks and writing materials were purchased through Title 1 funds to support the TSI identified subgroup of B, BHN, and ED.

Root Cause Analysis:

The percentage of fourth and fifth graders (including the TSI identified subgroup of B, BHN, and ED) scoring on-track or mastered from the fall assessment to the spring assessment decreased by double digits.

Scholars (including the TSI identified subgroup of B, BHN, and ED) were ill-prepared to take this assessment.

Standards were not adequately taught prior to testing.

Teachers grappled with covering the multiple parts in each standard.

Teachers had to reteach prerequisite skills.

Scholars (including the TSI identified subgroup of B, BHN, and ED) had difficulty grasping grade level content.

**Area of Need:** Increase the Number of Students Performing on Grade Level for Math

**Framing Question:** Why do we have a significant number of our 4th and 5th grade students performing below their current grade level?

Hypothesis: Hybrid learning experience

Why? Students did not receive effective instruction.

Why? Students were not engaged in the lesson.

Why? Students were unable to use manipulatives.

Why? Teachers did not deliver effective Tier 1 instruction.

Why? Teachers were not modeling with fidelity.

**Area of Need:** Increase the Number of the TSI identified subgroup of B, BHN, and ED Performing on Grade Level for Math

**Framing Question:** Why do we have a significant number of our 4th and 5th grade TSI identified subgroup of B, BHN, and ED performing below their current grade level?

Hypothesis: Hybrid learning experience

Why? The TSI identified subgroup of B, BHN, and ED did not receive effective instruction.

Why? The TSI identified subgroup of B, BHN, and ED were not engaged in the lesson.

Why? The TSI identified subgroup of B, BHN, and ED were unable to use manipulatives.

Why? The TSI identified subgroup of B, BHN, and ED had teachers that did not deliver effective Tier 1 instruction.

Why? The TSI identified subgroup of B, BHN, and ED had teachers that were not modeling with fidelity.

*How is COVID-19 impacting this need? Consider the impacts of addressing learning loss, quality of instruction in remote learning, student attendance and engagement in remote learning, early literacy, student and teacher well-being, and/or teacher supports due to COVID-19 in connection to this need.*

The following summarizes COVID-19's impact on the ladder part of SY20.

- Students (including the TSI identified subgroup of B, BHN, and ED) including missed the fourth quarter of instruction; therefore, resulting in a loss of learning.
- Students (including the TSI identified subgroup of B, BHN, and ED) received limited to no direct instruction during the fourth quarter.
- Student (including the TSI identified subgroup of B, BHN, and ED) resource packets were made available online and at various distribution centers throughout the city.
- Instructional videos were created to support instruction and were made available through the SCS website and local television stations.
- Students (including the TSI identified subgroup of B, BHN, and ED) lost access to many of the supports that they typically receive in schools (e.g., vision and hearing screenings, warm meals, guidance counseling, etc.)
- The needs of exceptional children and English Language Learners may not have been adequately addressed during school closure.
- Social and emotional needs of teachers and students (including the TSI identified subgroup of B, BHN, and ED) were impacted.

The following summarizes COVID-19's impact on SY21.

- Some students (including the TSI identified subgroup of B, BHN, and ED) have faced obstacles (e.g., weak or limited access to Internet, environments that impeded student's (including the TSI identified subgroup of B, BHN, and ED) ability to focus, limited support, etc.) that have hindered them from fully participating in the remote learning environment.
- Due to limited technology many of our students (including the TSI identified subgroup of B, BHN, and ED) did not have access to online resources and virtual learning opportunities.
- Some students (including the TSI identified subgroup of B, BHN, and ED) may have received assistance with completing screeners and assessments that were not administered directly by the teacher which impacted assessment results.
- The achievement gap among students (including the TSI identified subgroup of B, BHN, and ED) may widen based upon the variance of parental availability, support, and engagement during virtual learning.
- Students (including the TSI identified subgroup of B, BHN, and ED) lost access to many of the supports that they typically receive in schools (e.g., vision and hearing screenings, warm meals, guidance counseling, etc.)
- Social and emotional needs of teachers and students (including the TSI identified subgroup of B, BHN, and ED) were impacted.

---

### ■ Chronically Absent

According to the data in Power BI, chronic absenteeism was at a rate of 23.2% in school year 2019-2020. The chronic absenteeism rate for school year 2020-2021 was 34.6%. According to the data in Power BI, the chronic absenteeism rate increased 11.4% from school year 2019-2020 to school year 2020-2021. At Ford Road Elementary, in 2019-2020, Kindergarten had the highest chronic absenteeism rate in the school at at 36.5%. At Ford Road Elementary, in 2020-2021, First Grade had the highest chronic absenteeism rate in the school at at 49.4%. At Ford Road Elementary, in 2019-2020, Kindergarten had the highest chronic absenteeism rate in the school at at 36.5%. According to the data in Power BI, students at Ford Road Elementary,



## Root Cause Analysis for "Chronically Absent"

✓ Ready

For each prioritized need, please provide the following information:

1. Reflect on your prior strategies in this area. Where have you been successful and where have you faced challenges?
2. Please list the root causes and supporting data for each of the prioritized needs. The [5 Whys protocol](#) is an optional tool to support district and school leaders in identifying these root causes and supporting data for each prioritized need.

### Successes:

- Students were encouraged to come to school and were rewarded for perfect attendance during the school year with certificates, Tiger Bucks, and other school incentives.
- Parents were made aware of the District's Attendance Policy from the school administration team.
- School administration contacted parents when students were not present.

### Challenges:

- In 2020-2021, First grade had the highest percentage of chronically absent, which was 49.4%
- The overall chronically absent rate increased to 34.6% in 2020-2021. The overall chronically absent rate was 23.2 in 2019-2020. This was an 11.4% increase from 2019-2020.
- Fourth grade came in second which was 37.8%

### Root Cause Analysis:

The school counselor and attendance secretary didn't contact the parents of students on a regular and ongoing basis.

There were no incentives offered to students that had high attendance rates.

**Area of Need:** Decrease the Current Number of First Graders who Are Chronically Absent

**Framing Question:** Why does this particular grade level have a high percentage of chronically absent students?

Hypothesis-Covid 19 cause hardships on parents

Why? Parents were struggling with life (deaths in family, being laid work, working from home with their children at home virtually learning, not being able to pay bills).

Why? Parents had to pay for devices that were damaged or broken

Hypothesis-Limited access to technology

Why? SCS hotspots were limited on the amount of data it held

Why? Parents were unable to qualify for district issued hotspots

Why? Students were not able to log into class because of wi-fi issues

Hypothesis? Virtual learning was a struggle

Why? Lack of knowledge on how to navigate TEAMS

Why? Students had broken devices

Why? Teachers teaching in a hybrid setting (virtually and in person)

## COVID-19 Considerations for "Chronically Absent"

✓ Ready

*How is COVID-19 impacting this need? Consider the impacts of addressing learning loss, quality of instruction in remote learning, student attendance and engagement in remote learning, early literacy, student and teacher well-being, and/or teacher supports due to COVID-19 in connection to this need.*

The worldwide COVID-19 Pandemic has caused various unforeseen ripple effects for our school. This is especially true as it relates to student attendance, which showed a slight decrease from the previous year. School leaders have been forced to rethink and change how we monitor, reconcile and train individuals when considering attendance. Because the pandemic represents a new and uncharted arena of challenges, new protocols have had to be implemented and revised frequently. Unfortunately, this has been an unavoidable result of "learning as we go" which resulted in learning loss and a lack of student engagement. COVID-19 has also affected the frequency of district-led professional development opportunities provided for administrators, teachers, and office staff. More importantly, it has caused us to face the reality that there is difficulty getting attendance staff to understand the already complex attendance reconciliation processes.

Safety measures have caused SCS to adopt a virtual schooling approach. The compiled pandemic illnesses, deaths and job losses has affected the social and emotional well-being (increased trauma) of our students and teachers. The trauma presented by this unforeseen challenge has forced us to be more sensitive to the needs of our students, teachers, and communities, while attempting to provide support in a virtual setting.

## ■ Early Literacy K-2

According to the data in Power BI, early literacy grades, Kindergarten through second at Ford Road Elementary increased in score from Fall 2020 to Spring 2021 on Mastery Connect in Reading. The overall percentage of children on track and mastered for Fall 2020 was 54.8% in grades Kindergarten through second on Mastery Connect in Reading. According to the data in Power BI, the overall percentage of children on track and mastery for Spring 2021 was 67.1 in grades Kindergarten through second on Mastery Connect in Reading. The early literacy grades Kindergarten through second grade showed an increase of 12.3% from Fall 2020 Mastery Connect assessment in Reading to Spring 2021. Kindergarten had 73.6% of students on track and mastered on the Fall 2020 Mastery Connect assessment in Reading. Kindergarten increased to 90.9% on students on track and Mastered on the Spring 2021 Mastery Connect Reading assessment. Kindergarten had an overall increase of 17.3% from Fall 2020 to Spring



## Root Cause Analysis for "Early Literacy K-2"

✓ Ready

*For each prioritized need, please provide the following information:*

- 1. Reflect on your prior strategies in this area. Where have you been successful and where have you faced challenges?*
- 2. Please list the root causes and supporting data for each of the prioritized needs. The [5 Whys protocol](#) is an optional tool to support district and school leaders in identifying these root causes and supporting data for each prioritized need.*

## Successes

- 90.9% of Ford Road's kindergarten students scored on-track and mastered on the ELA Spring 2021 Mastery Connect Assessment.
- 63.8% of Ford Road's 1st grade students scored on-track and mastered on the ELA Spring 2021 Mastery Connect Assessment.
- 46.6% of Ford Road's 2nd grade students scored on-track and mastered on the ELA Spring 2021 Mastery Connect Assessment.
- On average 69.9% of the TSI identified subgroup of B, BHN, and ED students scored on-track and mastered on the ELA Spring 2021 Mastery Connect Assessment.

## Challenges

- Kindergarten students were helped by teachers.
- First grade had a very high chronic absenteeism rate (49.4%) for 2020-2021 school year.
- Second grade students had to read the Mastery Connect test on their own. Many were reading below grade level.
- The TSI identified subgroup of B, BHN, and ED students were helped by parents, have a very high chronic absenteeism rate, and had to read the Mastery Connect test reading below grade level.

## PRIOR STRATEGIES

Some of the prior strategies that have been used to support the TSI identified subgroup of B, BHN, and ED are K-2 scholars are writing daily, being exposed to a foundational skills block, being exposed to text, being engaged as students using turn and talk, chin it, red when ready, exit tickets for reading, and annotating reading text. Materials such as workbooks and writing materials were purchased through Title 1 fund to support the TSI identified subgroup of B, BHN, and ED.

**Area of Need:** Increase the Number of Students (including the TSI identified subgroup of B, BHN, and ED) Performing on Grade Level for Reading in 2nd Grade

**Framing Question:** Why do we have a significant number of second graders (including the TSI identified subgroup of B, BHN, and ED) performing below their current grade level?

**Hypothesis 1:** Virtual Learning Experience in 2020-2021

Why? Teachers did not deliver effective Tier 1 instruction.

Why? Students did not sign on to virtual learning.

Why? Students were not paying attention during instructional time.

Why? Students did not have the necessary materials at home to be successful.

Why? Hybrid learning provided many challenges for students.

**Hypothesis 2:** The TSI Identified subgroup of B, BHN, and ED Virtual Learning Experience in 2020-2021

Why? Teachers did not deliver effective Tier 1 instruction to the TSI Identified subgroup of B, BHN, and ED.

Why? The TSI identified subgroup of B, BHN, and ED did not sign on to virtual learning.

Why? TSI identified subgroup of B, BHN, and ED were not paying attention during instructional time.

Why? The TSI identified subgroup of B, BHN, and ED did not have the necessary materials at home to be successful.



Why? Hybrid learning provided many challenges for the TSI identified subgroup of B, BHN, and ED..

---

### Feedback on Root Cause Analysis for "Early Literacy K-2"

---

- The Needs section must include specifically analyzed needs and insights for the identified subgroup(s).
- The Needs section must include at least one priority that specifically mentions the identified subgroup(s).
- The Needs section must include a description of progress and challenges that may or may not have contributed to the outcomes of the identified subgroup(s).
- The Root Cause Analysis must provide a description that explains the reasons for the challenges faced by the identified subgroup(s), based upon school data, and within the school's control.
- The Root Cause Analysis must include a description and reflection of prior year strategies as it relates to the identified subgroup.

2 weeks, 4 days ago

---

### COVID-19 Considerations for "Early Literacy K-2"

✓ Ready

---

*How is COVID-19 impacting this need? Consider the impacts of addressing learning loss, quality of instruction in remote learning, student attendance and engagement in remote learning, early literacy, student and teacher well-being, and/or teacher supports due to COVID-19 in connection to this need.*

The following summarizes COVID-19's impact on the ladder part of SY20.

- Students (including the TSI identified subgroup of B, BHN, and ED) including missed the fourth quarter of instruction; therefore, resulting in a loss of learning.
- Students (including the TSI identified subgroup of B, BHN, and ED) received limited to no direct instruction during the fourth quarter.
- Student (including the TSI identified subgroup of B, BHN, and ED) resource packets were made available online and at various distribution centers throughout the city.
- Instructional videos were created to support instruction and were made available through the SCS website and local television stations.
- Students (including the TSI identified subgroup of B, BHN, and ED) lost access to many of the supports that they typically receive in schools (e.g., vision and hearing screenings, warm meals, guidance counseling, etc.)
- The needs of exceptional children and English Language Learners may not have been adequately addressed during school closure.
- Social and emotional needs of teachers and students (including the TSI identified subgroup of B, BHN, and ED) were impacted.

The following summarizes COVID-19's impact on SY21.

- Some students (including the TSI identified subgroup of B, BHN, and ED) have faced obstacles (e.g., weak or limited access to Internet, environments that impeded student's (including the TSI identified subgroup of B, BHN, and ED) ability to focus, limited support, etc.) that have hindered them from fully participating in the remote learning environment.
- Due to limited technology many of our students (including the TSI identified subgroup of B, BHN, and ED) did not have access to online resources and virtual learning opportunities.
- Some students (including the TSI identified subgroup of B, BHN, and ED) may have received assistance with completing screeners and assessments that were not administered directly by the teacher which impacted assessment results.
- The achievement gap among students (including the TSI identified subgroup of B, BHN, and ED) may widen based upon the variance of parental availability, support, and engagement during virtual learning.
- Students (including the TSI identified subgroup of B, BHN, and ED) lost access to many of the supports that they typically receive in schools (e.g., vision and hearing screenings, warm meals, guidance counseling, etc.)
- Social and emotional needs of teachers and students (including the TSI identified subgroup of B, BHN, and ED) were impacted.

---

## ✓ Preparation Questions

### Identify Team

---

✓ Ready

*Please identify all planning team members, including team member titles. The school plan must be developed in consultation with teachers, principals, administrators (including administrators of Title programs and special education programs), and other appropriate school personnel and with parents of students.*

- Dr. Anniece Gentry, Principal
- Mrs. Michelle Turner, PLC Coach
- Mrs. Dikettie Jordan, Instructional Facilitator
- Ms. Lois Crump, Instructional Facilitator
- Mrs. Cassandra Hunter, Professional Counselor
- Dr. Tammie Hayes, Federal Program Advisor
- Adrienne Richmond, SPED Instructor
- Brenda Gitter, SPED Advisor
- Ms. Keyonna Banks, Math Lead
- Mrs. Candice Brock, Science Lead
- Ms. Adrienne Richmond, Social Studies Lead
- Ms. Tammy Sims, Literacy Laureate
- Ms. Randyce Askew, Parent
- Mrs. Erica Booth, Parent

---

### Stakeholder Involvement

---

✓ Ready

*Describe how the school actively and consistently involves all planning team members and other stakeholders in the development, implementation, and revision of the school plan throughout the year.*

Our faculty and staff sincerely believe that parental involvement is essential in providing a quality education to all scholars. Parents and community stakeholders have an opportunity to participate in the development, implementation, and revision of our School Improvement Plan. We will ensure that our parents participate in this process throughout the year. Our plan is to post essential information on our school website. Parents that are unable to attend meetings will still be informed and able to give input to members of Ford Road's administrative team. A copy of our School Improvement Plan will be located on the Title 1 board at the school to ensure that stakeholders are able to view it at anytime while visiting Ford Road. We will ensure that parents, students, and community stakeholders will be able to give feedback through surveys and face to face meetings on a regular basis.

## ✓ Supporting Documents

### 2021-22 Budget

---

[Ford Road ES SY21-22 Budget.pdf](#)

Uploaded by hayestr@scsk12.org, Sep 24

Type: Budget

### TSI School Parent Notification Document

---

[Priority\\_School\\_Parent\\_Notification.pdf](#)

Uploaded by turnermh@scsk12.org, Aug 31

Type: Other

## ✓ Goals

### G1 Reading/Language Arts

---

✓ Ready

Ford Road Elementary will increase ELA on-track and mastery proficiency rates for grades 3-5 from 46.6% in 2021 to 56.6% in 2022 on the Spring Mastery Connect Benchmark.

Ford Road will increase ELA on-track and mastery proficiency rates of the TSI identified subgroup of B, BHN, and ED from 24.7% in 2021 to 34.7% in 2022 on the Spring Mastery Connect Benchmark.

School- Level:

Ford Road Elementary will improve literacy across grades 3 through 5. Implementation of the reading language arts curriculum will continue to improve developing students' (including the TSI identified subgroup of B, BHN, and ED) deep understanding of the content and mastery of the standards to ensure students (including the TSI identified subgroup of B, BHN, and ED) are career and college ready. This will be done through weekly PLCs and professional development.

### 💬 Feedback on Reading/Language Arts

---

- The revised goal must align to a prioritized need that references the identified subgroup(s).
- The revised performance measure must include annual targets for the identified subgroup(s).

## Performance Measure

District Formative Assessment: 70% on track/mastery

District Formative Assessment: [The TSI identified subgroup of B, BHN, and ED will perform at 70% on track/mastery](#)

## Sections

- Academic Achievement & Growth
- College & Career Readiness
- Climate and Access
- Educators
- Other Needs

### § 1.1 Standard Aligned Core Instruction

✓ Ready

Provide daily access to a rigorous reading/language arts curriculum that will develop students' (including the TSI identified subgroup of B, BHN, and ED) deep understanding of the content, strengthen comprehension, and promote mastery of TN Standards to ensure students (including the TSI identified subgroup of B, BHN, and ED) are career and college ready.

### Feedback on Standard Aligned Core Instruction

- Include at least one strategy to address the identified subgroup(s) for each revised goal.
- At least one benchmark indicator must be included for each revised strategy.

2 weeks, 4 days ago

## Benchmark Indicator

### Benchmark Indicator

Students (including the TSI identified subgroup of B, BHN, and ED) should perform at or above the 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter.

Daily classroom observations using the Educational Epiphany Classroom Walkthrough Protocol and Debriefing Document will provide the District with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction.

*District Walkthrough data will be monitored through the district's PD management system (Professional Learning Zone/PLZ) for 80% standard aligned core instructional implementation with fidelity at 2 per teacher per semester.*

Quarterly review of TEM observation data to monitor educators delivery of standard aligned lessons to the TN Standards.

### School level:

Weekly lesson plans

Biweekly Assessments

District Assessments

Walkthroughs

---

**E 1.1.1 Standard Aligned Core Instruction**

---

✓ Ready

What We Know and Where We Need to Go High Quality Curriculum and System Improvement

**Tier 1 – Strong Evidence**

**Attachments**

<https://standardswork.org/wp-content/uploads/2017/03/sw-curriculum-research-report-fnl.pdf>

<https://learningfirst.com/wp-content/uploads/2019/01/Quality-curriculum-and-system-improvement.pdf>

---

**A 1.1.1 Provide Learning Rich Environments for Students**

---

✓ Ready

- Supplemental instructional materials will be secured such as Ready Reading, Tennessee Performance Coach, and Measuring Up To The Tennessee Academic State Standards ( English Language Arts).
- Additional supplies will be purchased to ensure that students (including the TSI identified subgroup of B, BHN, and ED) receive a high quality education in the learning environment such as student computer carts and headphones.
- Supplies will be secured such as composition notebooks, notebook paper, pencils, markers, dry erase markers, folders, and erasers to ensure that instruction continues on a daily basis in the instructional environment.
- A poster maker and laminator will be utilized to create anchor charts to support instruction and to move the scholars (including the TSI identified subgroup of B, BHN, and ED) toward achieving success with lessons taught in class.

---

Person Responsible	Estimated Completion	Funding Sources
Michelle Turner, Dikeetie Jordan, Lois Crump	Dec. 17, 2021	

---

---

**A 1.1.2 Implement Wonders Curriculum**

---

✓ Ready

- Teachers will follow the SCS Curriculum Map to ensure that they are providing standards-aligned instruction.
  - The Wonders curriculum will be implemented with fidelity to ensure that all students (including the TSI identified subgroup of B, BHN, and ED) are receiving a high quality education.
  - IReady will be utilized to reinforce deficit areas.
  - Reading 360 will be used in conjunction with the Wonders curriculum as a supplemental resource.
  - Implementation of Educational Epiphany to strengthen instruction and to ensure continuity across grade bands.
  - Implementation of Educational Epiphany in order to maximize opportunities that will lead to student (including the TSI identified subgroup of B, BHN, and ED) success.
  - Implementation of Educational Epiphany to promote rigorous and robust instruction.
-

Person Responsible	Estimated Completion	Funding Sources
Dr. Anniece Gentry, Mrs. Michelle Turner, Mrs. Dikettie Jordan, Ms. Lois Crump	May 27, 2022	

### **A 1.1.3 Implement Book Nook**

✓ Ready

- Implementation of Book Nook, an on-line reading program, which encourages student-to-student (including the TSI identified subgroup of B, BHN, and ED) and student-to-adult (including the TSI identified subgroup of B, BHN, and ED) interaction with prebuilt, personalized, rigorous, standards-aligned E/LA lessons through technology innovation.

Person Responsible	Estimated Completion	Funding Sources
Mrs. Michelle Turner, Mrs. Dikettie Jordan, Ms. Lois Crump	May 27, 2022	

### **A 1.1.4 Implement Education Galaxy**

✓ Ready

Education Galaxy is an online educational platform that provides engaging ELA lessons for developing learners (including the TSI identified subgroup of B, BHN, and ED).

Person Responsible	Estimated Completion	Funding Sources
Mrs. Michelle Turner, Mrs. Dikettie Jordan, Ms. Lois Crump	May 27, 2022	

### **A 1.1.5 Conduct Collaborative Planning**

✓ Ready

- Teachers will meet on grade-level and with the admin team to analyze standards and assessments for the upcoming week.
- Teachers will engage in deliberate practice to receive feedback around enhancing instructional practice to provide high-quality instruction for all students (including the TSI identified subgroup of B, BHN, and ED).
- Teachers will also engage in vertical planning.

Person Responsible	Estimated Completion	Funding Sources
Dr. Anniece Gentry, Mrs. Michelle Turner, Mrs. Dikettie Jordan, Ms. Lois Crump	May 27, 2022	

### **S 1.2 Professional Development**

✓ Ready

Professional development will be provided to teachers, administrators, instructional leaders and district advisors on how to articulate the instructional practice shifts that will improve students' skill set, teachers' pedagogy of the content, mastery of standard look fors, and proficient reading levels of grade supported texts.

## Benchmark Indicator

Daily classroom observations using the Educational Epiphany Classroom Walkthrough Protocol and Debriefing Document will provide the District with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction in order to plan professional development support.

District Walkthrough data will be monitored through the district's PD management system (Professional Learning Zone/PLZ) and Zoho for 80% standard aligned core instructional implementation with fidelity at 2 per teacher per semester in order to provide individualized professional learning support.

Instructional Leadership Team (ILT) meetings are conducted twice each month at 85% attendance to ensure district and school leaders are gaining and sharing knowledge of content, obtaining content support and resources through collaboration, and effectively communicating new information with school-level educators.

Zone meetings and small-group ILT sessions are facilitated monthly by Instructional Leadership Directors at 85% attendance to support content lead teachers, PLC Coaches, and administrators with feedback and targeted training that should result in more effective daily instructional practices that should be observed during district walk throughs.

Quarterly district-level PD sessions for volunteers and parents to learn effective strategies to help students reach the district's ELA goal.

New teacher professional learning supports are offered at various times throughout each semester for new hires. Mentor rosters are submitted at the beginning of each semester to ensure collegial support is assigned to each new hire.

School Level:

- lesson plans
- biweekly assessments
- quarterly district assessments
- walkthroughs
- PLC Meetings
- ILT Meetings

---

### **E 1.2.1 Professional Development**

✓ Ready

Effective Teacher Professional Development and Effects of Professional Development on the Quality of Teaching: Results from a Randomised Controlled Trial of Quality Teaching Rounds

#### **Tier 1 – Strong Evidence**

#### **Attachments**

[https://learningpolicyinstitute.org/sites/default/files/product-files/Effective\\_Teacher\\_Professional\\_Development\\_BRIEF.pdf](https://learningpolicyinstitute.org/sites/default/files/product-files/Effective_Teacher_Professional_Development_BRIEF.pdf)

<https://www.sciencedirect.com/science/article/pii/S0742051X17304225>

---

### **A 1.2.1 Prescriptive Professional Development**

✓ Ready



Provide teachers with prescriptive PD aligned to instructional and climate practices to improve student outcomes in all tested subjects and decrease chronic absenteeism. SUGGESTED PD 2021-22 SY 4 Instructional Practices Planning for Success, How to Listen to the Data, Planning Gradual Release and Pacing Intervention vs. Enrichment Importance of Student Discourse Student Engagement Strategies Aligning Instructional Tasks with State Standards Differentiating Instructional Tasks Understanding the State Standard and Student Performance Levels Planning for Your Planning Period-Prioritizing Tasks

Person Responsible	Estimated Completion	Funding Sources
Dr. Anniece Gentry, Mrs. Michelle Turner, Mrs. Dikettie Jordan, Ms. Lois Crump	May 27, 2022	

#### **A 1.2.2 Provide Parental Trainings for State Standards**

✓ Ready

Ford Road Elementary will provide parental training that will be geared toward helping them understand the demands of the TN state standards so that they can best support their children in their learning. Title 1 parental involvement funds will be used to secure supplies, materials, equipment, and support to engage students in classroom learning.

Person Responsible	Estimated Completion	Funding Sources
Dr. Anniece Gentry, Mrs. Michelle Turner, Mrs. Dikettie Jordan, Ms. Lois Crump	May 27, 2022	

#### **A 1.2.3 Develop Leadership and Teaching**

✓ Ready

Provide opportunities for participation in Professional Development for best practices and TN Ready Common Core Shifts. In-house professional development for the new curriculum expectations.

Person Responsible	Estimated Completion	Funding Sources
Dr. Anniece Gentry, Mrs. Michelle Turner, Mrs. Dikettie Jordan, Ms. Lois Crump	May 27, 2022	

#### **S 1.3 Targeted Intervention and Personalized Learning**

✓ Ready

Provide academic interventions, personalized learning activities, an individualized learning pace, and various instructional approaches designed to meet the needs of specific learners to improve student achievement.

##### **Benchmark Indicator**

Students should perform at or above 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter.

Monthly progress monitoring data review of students' performance in targeted intervention (Illuminate Fastbridge) to determine next steps of intervention support in an effort to get them to grade level.

Weekly review of grade reports for students enrolled in summer learning opportunities to monitor and adjust the effectiveness of the learning opportunity and the impact on student learning and content delivery.

### **E 1.3.1 Targeted Intervention and Personalized Learning**

✓ Ready

Measuring the Implementation Fidelity of the Response to Intervention Framework in Milwaukee Public Schools

#### **Tier 1 – Strong Evidence**

#### **Attachments**

[https://ies.ed.gov/ncee/edlabs/regions/midwest/pdf/REL\\_2017192.pdf](https://ies.ed.gov/ncee/edlabs/regions/midwest/pdf/REL_2017192.pdf)

### **A 1.3.1 Additional resources for struggling students**

✓ Ready

Students needing intervention will use iReady and Fastbridge programs for progress monitoring. Teachers will also provide after-school tutoring twice a week for those students needing extra help in subjects. Title 1 funds will be used to secure supplies, materials, equipment, and support to engage students in classroom learning.

Person Responsible	Estimated Completion	Funding Sources
Ms. Lois Crump	May 27, 2022	

### **A 1.3.2 Engage students in learning by use of technology**

✓ Ready

Upgrade and add technology for student use in the classroom. Title 1 funds will be used to secure supplies, materials, equipment, and support to engage students in classroom learning.

Person Responsible	Estimated Completion	Funding Sources
Dr. Anniece Gentry	May 27, 2022	

### **A 1.3.3 Providing supports for students with disabilities**

✓ Ready

The special education department will provide professional development opportunities in the areas of reading and math to assist both special education and general education teachers to improve special education students' performances on TN Ready. The special education department provided tutoring services for the special education students in an effort to improve their TN Ready Scores in the area of Language Arts and Math.

Person Responsible	Estimated Completion	Funding Sources
Dr. Anniece Gentry, Ms. Richmond	May 27, 2022	

### **G 2 Mathematics**

✓ Ready

Ford Road Elementary will improve on-track/mastery percentages for grades K-5 from 48.0% in 2021 to 58.0% in 2022 on Spring Mastery Connect.

Ford Road Elementary will improve on-track/mastery percentages for the TSI identified subgroup of B, BHN, and ED from 36% in 2021 to 46% in 2022 on Spring Mastery Connect.

#### SCHOOL LEVEL:

Ford Road Elementary will improve K-5 mathematics with a continued instructional shift that will align with an increase focus on content, coherence of student (including the TSI identified subgroup of B, BHN, and ED) understanding, and rigorous instruction that requires students (including the TSI identified subgroup of B, BHN, and ED) to apply all shifts to real world applications.

School-based Mastery Connect Bi-Weekly Assessments, District Formative Assessments -70% on-track/mastery TNReady Assessment

School-based Mastery Connect Bi-Weekly Assessments, District Formative Assessments -70% on-track/mastery TNReady Assessment for the TSI identified subgroup of B, BHN, and ED

### Performance Measure

TNReady Assessment

District Formative Assessment (Mastery Connect) - 70% on track/mastery for all students (including the TSI identified subgroup of B, BHN, and ED) grades K-5

### Sections

- Academic Achievement & Growth
- College & Career Readiness
- Climate and Access
- Educators
- Other Needs

#### **S 2.1** Standard Aligned Core Instruction

✓ Ready

Teachers will plan and execute standard aligned lessons with intentionality and focus (data-informed instruction) to provide daily access to a rigorous math curriculum that will develop students' (including the TSI identified subgroup of B, BHN, and ED) engagement in important content, build on prior knowledge (pre-requisite skills), and promote mastery of TN Standards to ensure students (including the TSI identified subgroup of B, BHN, and ED) are career and college ready.

### Benchmark Indicator

Provide access to rigorous curriculum, quality core instruction, and assessments aligned with the State's academic content standards.

Students (including the TSI identified subgroup of B, BHN, and ED) should perform at or above the 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter.

Daily classroom observations using the Educational Epiphany Classroom Walkthrough Protocol and Debriefing Document will provide the District with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction.

District Walkthrough data will be monitored through the district's management system (Professional Learning Zone/PLZ). Data will be collected and segregated to observe trends and implementation of the instructional practices. Data should show teachers implementing the practices at or above 70% per visit.

Quarterly review of TEM observation data to monitor educators delivery of standard aligned lessons to the TN Standards.

School Level:

Weekly lesson plans

Biweekly Assessments

District Assessments

Walkthroughs

Formal and Informal Observations

---

#### **E2.1.1** Standard Aligned Core Instruction

---

✓ Ready

What We Know and Where We Need to Go High Quality Curriculum and System Improvement and High Quality Curriculum and System Improvement

##### **Tier 1 – Strong Evidence**

##### **Attachments**

<https://standardswork.org/wp-content/uploads/2017/03/sw-curriculum-research-report-fnl.pdf>

<https://learningfirst.com/wp-content/uploads/2019/01/Quality-curriculum-and-system-improvement.pdf>

---

#### **A2.1.1** Provide Rich Learning Environments for Students

---

✓ Ready

- Supplemental instructional materials will be secured such as Ready Math, Tennessee Performance Coach, and Measuring Up To The Tennessee Academic State Standards (Math).
  - Additional supplies will be purchased to ensure that students (including the TSI identified subgroup of B, BHN, and ED) receive a high quality education such as student (including the TSI identified subgroup of B, BHN, and ED) computer carts and headphones.
  - Supplies will be secured such as composition notebooks, notebook paper, pencils, markers, and dry erase markers, and erasers to ensure that instruction continues throughout the instructional day.
  - Materials for a poster maker and laminator will be utilized to create anchor charts to support instruction and to move the scholars (including the TSI identified subgroup of B, BHN, and ED) toward achieving success with lessons taught in class.
-

Person Responsible	Estimated Completion	Funding Sources
Dr. Anniece Gentry, Mrs. Michelle Turner	May 27, 2022	

#### **A.2.1.2 Eureka Math**

✓ Ready

- Teachers will follow the SCS Curriculum Map to ensure that they are providing standards-aligned instruction.
- The Eureka curriculum will be implemented with fidelity to ensure that all students (including the TSI identified subgroup of B, BHN, and ED) are receiving a high quality education.
- IReady will be utilized to reinforce deficit areas.
- Implementation of Educational Epiphany Guides to strengthen instruction and to ensure continuity across grade bands.
- Implementation of Educational Epiphany Interpretation Guides in order to maximize opportunities that will lead to student (including the TSI identified subgroup of B, BHN, and ED) success.
- Implementation of Educational Epiphany Four Instructional Practices to promote rigorous and robust instruction.

Person Responsible	Estimated Completion	Funding Sources
Dr. Anniece Gentry, Mrs. Michelle Turner, Mrs. Dikettie Jordan, Ms. Lois Crump, Ms. Baylee Newcomb	May 27, 2022	

#### **A.2.1.3 Conduct Collaborative Planning**

✓ Ready

- Teachers will meet on grade-level and with the admin team to analyze standards and assessments for the upcoming week.
- Teachers will engage in deliberate practice to receive feedback around enhancing instructional practice to provide high-quality instruction for all students (including the TSI identified subgroup of B, BHN, and ED).
- Teachers will also engage in vertical planning.

Person Responsible	Estimated Completion	Funding Sources
Dr. Anniece Gentry, Mrs. Michelle Turner, Keyonna Banks	May 27, 2022	

#### **A.2.1.4 Curriculum Implementation, Lesson Plans, Blended Learning and Instructional Practices**

✓ Ready

Ford Road Elementary leadership team and district advisors will monitor lesson plans and conduct informal/ formal classroom observations to ensure that teachers are implementing the curriculum with fidelity. The leadership staff will use the Instructional Practice Guide/ PLC Protocol to provide teachers with quality feedback. Teachers will also conduct targeted instructional rounds to provide peer feedback and identify instructional areas of focus. Additionally, teachers will give common assessments that are aligned to the state's standards. Teachers will plan and deliver engaging learning experiences that strategically build fluency and problem-solving skills. Teachers will create engagement opportunities for students (including the TSI identified subgroup of B, BHN, and ED) through intentional planning for the incorporation of blended learning station rotations. Title 1 funds will be used to secure supplies, materials, equipment, and support to engage students (including the TSI identified subgroup of B, BHN, and ED) in classroom learning

Person Responsible	Estimated Completion	Funding Sources
--------------------	----------------------	-----------------

**S 2.2 Professional Development**

✓ Ready

Provide ongoing, high quality professional development at the District and school level for school leaders, teachers, and other instructional staff that focuses on instructional shifts and strategies that result in improved student performance.

**Benchmark Indicator**

School Level: TEM evaluation scores, TNReady results, District Assessments, Insight Survey Results

**E 2.2.1 Professional Development**

✓ Ready

Effects of Professional Development on the Quality of Teaching: Results from a Randomised Controlled Trial of Quality Teaching Rounds

**Tier 1 – Strong Evidence****Attachments**

[https://learningpolicyinstitute.org/sites/default/files/product-files/Effective\\_Teacher\\_Professional\\_Development\\_BRIEF.pdf](https://learningpolicyinstitute.org/sites/default/files/product-files/Effective_Teacher_Professional_Development_BRIEF.pdf)

<https://www.sciencedirect.com/science/article/pii/S0742051X17304225>

**A 2.2.1 Conduct Collaborative Planning**

✓ Ready

Teachers will meet on grade-level and with the admin team to analyze standards and assessments for the upcoming week. Teachers will engage in deliberate practice to receive feedback around enhancing instructional practice to provide high-quality instruction for all students.

Person Responsible	Estimated Completion	Funding Sources
Dr. Anniece Gentry, Mrs. Michelle Turner, Ms. Keyonna Banks	May 27, 2022	

**A 2.2.2 Attend District-Required Professional Development**

✓ Ready

The district will provide teachers with the opportunity to study, practice, and receive critical feedback. All classroom teachers throughout the district are required to earn professional development hours throughout the year. Teachers will need a district-set number professional learning hours for the 21-22 school year. These hours are broken down into four components: District Learning Days, School-Based, Zone, and Choice. These PD opportunities can include, but are not limited to training on understanding math standards, Eureka curriculum training, differentiated instruction, and zone specific training.

Person Responsible	Estimated Completion	Funding Sources

### **A.2.2.3 Parent Trainings for Understanding State Standards**

✓ Ready

Ford Road Elementary will provide parental training through the PLC Coach and the content lead teacher to help parents understand the demands of the TN math standards so that they are equipped to best support their children in their learning. Title 1 parental involvement funds will be used to support to engage students in classroom learning.

Person Responsible	Estimated Completion	Funding Sources
Dr. Anniece Gentry, Mrs. Michelle Turner, Ms. Keyonna Banks	May 27, 2022	

### **S.2.3 Targeted Interventions and Personalized Learning,**

✓ Ready

Provide academic interventions, personalized learning activities, an individualized learning pace, and various instructional approaches designed to meet the needs of specific learners to improve student achievement.

#### **Benchmark Indicator**

Students should perform at or above 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter.

Monthly progress monitoring data review of students' performance in targeted intervention (Illuminate Fastbridge) to determine next steps of intervention support in an effort to get them to grade level.

Weekly review of grade reports for students enrolled in summer learning opportunities to monitor and adjust the effectiveness of the learning opportunity and the impact on student learning and content delivery.

School Level: Illuminate Fastbridge, Progress Monitoring, Fidelity Checks, iReady Data

### **E.2.3.1 Targeted Intervention and Personalized Learning**

✓ Ready

Measuring the Implementation Fidelity of the Response to Intervention Framework in Milwaukee Public Schools

#### **Tier 1 – Strong Evidence**

#### **Attachments**

[https://ies.ed.gov/ncee/edlabs/regions/midwest/pdf/REL\\_2017192.pdf](https://ies.ed.gov/ncee/edlabs/regions/midwest/pdf/REL_2017192.pdf)

### **A.2.3.1 Implement RTI2 Daily**

✓ Ready

RTI2 has proven to be an effective model for improving student achievement. Response to Instruction and Intervention, or RTI2, is a teaching system that uses data to identify students' specific needs and match those needs with appropriate instructional strategies. We will use FastBridge to identify Tier II and Tier III students by ranking the bottom 15% of students to receive intervention. Monitoring is ongoing and student progress is benchmarked as prescribed. Student interventions will be adjusted based on student mastery. Implementation will include: Providing daily targeted



intervention for Tier 1, 2 and 3 students on the students' instructional level, conducting monthly RTI2 meetings to discuss newly identified RTI2 students, parent letters, and individual data reports for students. The master schedule will reflect the allotted 45 minutes a day as required for RTI2. Teachers, Administration, and the School Psychologist will meet monthly to discuss the intervention process, progress monitoring, and fidelity checks.

Person Responsible	Estimated Completion	Funding Sources
Lois Crump	May 27, 2022	

### **A 2.3.2 Implement Differentiated Instruction**

✓ Ready

In order to meet the individual needs of all students, differentiated learning will take place in all classes. Classroom teachers, the ILT team and Admin team, will use student data to determine areas of strength and areas in need of improvement. Teachers will then be able to make informed decisions as to how to reteach skills and determine strategies/resources best suited for all students. This may include re-teaching, one-on-one instruction, small group, manipulatives, and online resources. In order to determine needs, we will analyze student work and School-wide data. Title One funds will be used to purchase IReady and Measure Up books for supplemental instruction

Person Responsible	Estimated Completion	Funding Sources
Mrs. Dikettie Jordan, Mrs. Michelle Turner, Ms. Lois Crump	May 27, 2022	

### **G 3 Safe and Healthy Students**

✓ Ready

Ford Road Elementary will reduce the percentage of chronically absent students from 34.6% in 2021 to less than 7% in 2022.

### **Performance Measure**

Power BI data

PowerSchool data

SART documentation for at-risk students

### **Sections**

- Climate and Access
- Other Needs

### **S 3.1 Attendance and Behavior Interventions and Supports**

✓ Ready

Implement targeted interventions, initiatives and support programs that address chronic absenteeism and behavioral needs for all students.

## Benchmark Indicator

Monitor 20 day reports for behavior outputs, effectiveness of behavioral interventions and supports aimed at reducing student discipline incidents..

Monitor 20 day reports to identify students at risk of high chronic absenteeism

Monitor 20 day reports to assess the impact of suspensions on daily attendance.

Monitor students every 20 days who have been identified as needing additional support (i.e. homeless, foster care, student involved in RTIB programs).

School Level: Attendance rate, chronic absenteeism rate, suspension and expulsion rate, RTI2B monitoring, Brightbytes, biweekly teacher referrals to guidance counselor, and weekly discipline and attendance reports from PowerBI.

---

### **E 3.1.1 Attendance and Behavior Interventions and Supports**

✓ Ready

Making ESSA's Equity Promise Real: State Strategies to Close the Opportunity Gap Eliminating Chronic Absenteeism

#### **Tier 1 – Strong Evidence**

#### **Attachments**

[https://learningpolicyinstitute.org/sites/default/files/product-files/ESSA\\_Equity\\_Promise\\_Absenteeism\\_BRIEF.pdf](https://learningpolicyinstitute.org/sites/default/files/product-files/ESSA_Equity_Promise_Absenteeism_BRIEF.pdf)

---

### **A 3.1.1 RTI2B Implementation**

✓ Ready

This year we will implement our school-wide RTI2B behavior plan. This plan will focus on improving student behavior, decrease suspensions, developing relationships between students and school staff, creating a culture where all students and teachers are respected and included in their community. Furthermore, student and staff contributions to the school create a positive and proactive way to acknowledge, engage, and respect all stakeholders. The purpose of RTI2B is to empower educators to equip all students with the opportunity to meet high expectations regarding behavior and the support to reach every student. This is a three-tier model. Also, students, families, and educators can work together to develop and contribute to a shared school vision. Under our new plan, we have incorporated: Major/minor incident referrals, online resources, lesson plans for expected behaviors, monthly committee meetings to discuss challenges and successes, incentives for exemplary behavior, and parent workshops/training.

Person Responsible	Estimated Completion	Funding Sources
Mrs. Cassandra Hunter, Dr. Anniece Gentry, Mrs. Michelle Turner, Mrs. Dikettie Jordan, Ms. Lois Crump	May 27, 2022	

---

### **A 3.1.2 Implement Behavioral Referral Tracking**

✓ Ready

This year we implemented a major/minor referral system. Teachers will now monitor student behavior and follow guidelines to determine if behaviors are classroom managed or office -managed. The RTI2B team created minor and major referral forms to track individual student behaviors. Once a student accumulates 3 minor referrals, parents

are contacted and required to conference with the principal and the RTIB2 advisor. A plan is created to address and monitor behavior. The RTIB2 will check on identified students weekly.

Person Responsible	Estimated Completion	Funding Sources
Dr. Anniece Gentry and Mrs. Cassandra Hunter	May 27, 2022	

### **S 3.2 Professional Development**

✓ Ready

Provide ongoing, high quality professional development for school leaders and other staff that focuses on classroom/behavior management and social emotional learning to improve student behavior and attendance.

#### **Benchmark Indicator**

Monitor the number of student referrals to the reset room and ISS quarterly and/or prior to professional development session

Monitor behavior plans per semester to determine the implementation and effectiveness of the strategies and resources shared during PD

Fidelity checks of students data entry will be conducted during the 20-day reporting cycle to monitor the incidents of data entry errors and erroneous reporting.

School Level: Insight Survey, Walkthroughs, Informal and Formal Observations, Discipline Referrals

### **E 3.2.1 Professional Development**

✓ Ready

Scaling up school-wide positive behavior interventions and supports: The experiences of seven states with documented success. Journal of Positive Behavior Interventions, 16, 197-208.

#### **Tier 1 – Strong Evidence**

#### **Attachments**

<https://journals.sagepub.com/doi/10.1177/1098300713503685>

### **A 3.2.1 Conduct RTI2B Training and Monitoring**

✓ Ready

The RTI2B team will provide training to all staff members on the components of RTI2B. Initial training will take place at the beginning of the school year. The RTI2B team will use PowerPoint presentations, posters, school-wide matrices and lesson plans to deliver the plan. Teachers and staff will be trained on the following: School-wide behavioral matrix, School-wide expectations, and RTI2B lesson plans and implementation. Monthly meetings, mid-year refresher, and Re-teaching Expectation Lesson Plans to Students in All Settings will take place. The RTI2B team will attend additional training provided by the district.

Person Responsible	Estimated Completion	Funding Sources
Ms. Lois Crump	May 27, 2022	

### **A 3.2.2** Conduct BrightBytes Training

✓ Ready

All teachers and admin will attend BrightBytes training to ensure that they know how to effectively enter and track student behavior data.

Person Responsible	Estimated Completion	Funding Sources
Dr. Anniece Gentry, Mrs. Michelle Turner, Mrs. Dikettie Jordan, Ms. Lois Crump, Ms. Cassandra Hunter	May 27, 2022	

### **A 3.2.3** Prescriptive Professional Development

✓ Ready

Provide teachers with prescriptive PD aligned to instructional and climate practices to improve student outcomes in all tested subjects and decrease chronic absenteeism. SUGGESTED PD 2021-22 SY 4 Instructional Practices, Teach Like a Champion, Planning Gradual Release and Pacing Intervention vs. Enrichment Importance of Student Discourse Student Engagement Strategies Aligning Instructional Tasks with State Standards Differentiating Instructional Tasks Understanding the State Standard and Student Performance Levels Planning for Your Planning Period-Prioritizing Tasks

Person Responsible	Estimated Completion	Funding Sources
Dr. Anniece Gentry, Mrs. Michelle Turner, Mrs. Dikettie Jordan, Ms. Lois Crump, Ms. Cassandra Hunter	May 27, 2022	

### **S 3.3** Parent, Family, and Community Engagement

✓ Ready

Promote effective parent, family, and community engagement activities that support safe schools which will improve student attendance and behavior.

#### **Benchmark Indicator**

Review 20-day student attendance reports at the end of each semester to determine the impact after engagement events.

At the end of each semester, review the attendance and discipline 20 day report for schools that have a trained parent ambassador to determine the impact on their attendance rates.

Evidence of parent participation in decisions relating to the education of their children and collaboration efforts on district level topics through monthly parent surveys.

Conduct a semi-annual adopter surveys to monitor their impact on students' success by way of their contributions of resources and time.

### **E 3.3.1** Parent, Family, and Community Engagement

✓ Ready

Meaningful Local Engagement Under ESSA

## Tier 1 – Strong Evidence

### Attachments

[http://partnersforeachandeverychild.org/wp-content/uploads/2017/07/LEA-and-SL-Handbook\\_7.25.17.pdf](http://partnersforeachandeverychild.org/wp-content/uploads/2017/07/LEA-and-SL-Handbook_7.25.17.pdf)

#### **A 3.3.1 Parent Resource Center**

✓ Ready

We will utilize a Parent Resource Center at Ford Road Elementary. It will be equipped with computers, a printer, and Smart Board . Parents may use these resources to access websites and resources to use with their students. In addition, trainings are held throughout the year for all parents . The center will also have free supplies, community information and resources that parents are encouraged to take. These are a few family and community activities provided: RTI2B Parent Training: Core features and expectations of the school-wide plan will be discussed, P.T.O. meetings, reading and math strategies to use at home, job training and placement, and dealing with behavior issues.

Person Responsible	Estimated Completion	Funding Sources
Dr. Anniece Gentry, Mrs. Michelle Turner, Mrs. Dikettie Jordan, Ms. Lois Crump, Mrs. Cassandra Hunter	Dec. 17, 2021	

#### **A 3.3.2 Parent Teacher Organization**

✓ Ready

Strengthen the Parent Teacher Organization to inform and involve families on important topics (curriculum, attendance, safe schools, etc)

Person Responsible	Estimated Completion	Funding Sources
Mrs. Cassandra Hunter	Nov. 19, 2021	

#### **A 3.3.3 Expand Community Resources**

✓ Ready

Expand the school adopter program to connect with other businesses and/or organizations with community resources that can support teaching and learning.

Person Responsible	Estimated Completion	Funding Sources
Mrs. Michelle Turner	May 27, 2022	

#### **G 4 Early Literacy**

✓ Ready

Shelby County Schools' early learners will be engaged for the 2021-22 year in literacy-rich environments that offer meaningful and authentic opportunities to develop the reading, writing, speaking and listening skills essential to

becoming college and career ready.

**School Level:** Early learners at Ford Road Elementary will be engaged in literacy-rich environments that offer meaningful, authentic opportunities to develop reading, writing, speaking, and listening skills essential to becoming career and college ready.

**School Level:** The TSI identified subgroup of B, BHN, and ED early learners at Ford Road Elementary will be engaged in literacy-rich environments that offer meaningful, authentic opportunities to develop reading, writing, speaking, and listening skills essential to becoming career and college ready.

## Performance Measure

By May 2022, 85% of KK-2 students (including the TSI identified subgroup of B, BHN, and ED) will achieve Success criteria relative to the grade by the following:

KK - Students (including the TSI identified subgroup of B, BHN, and ED) must master 80% Literacy Skills per quarter on Report Card grades;

1st grade - Students (including the TSI identified subgroup of B, BHN, and ED) must earn 70 or higher in Reading per quarter on Report Card grades;

2nd grade - Students (including the TSI identified subgroup of B, BHN, and ED) must earn 8 of 12 Success Criteria\* in report card grading, district formative assessment(Mastery Connect), and universal screener (Illuminate Fastbridge) with a Lexile level of 350 in the fall to 485 by spring.

*\*Success Criteria potential point system: report card (4 points), DFA (3 points), screener (3 points), and TNReady (2 points) which total 12 points.*

**School Level:** Ford Road Elementary students in grades K-2 will increase from 67.1% on track and mastered on 2021 Spring Mastery Connect assessment to 77.1% on track and mastered on Spring 2022 Mastery Connect assessment.

**School Level:** The TSI identified subgroup of B, BHN, and ED in grades K-2 will increase from 72% on track and mastered on Spring 2021 Mastery Connect Assessment to 82% on track and mastered on Spring 2022 Mastery Connect Assessment.

## Sections

- Academic Achievement & Growth
- Climate and Access
- Educators
- Other Needs

### **S 4.1** Early Literacy Opportunities

✓ Ready

Provide opportunities for students (including the TSI identified subgroup of B, BHN, and ED) to access early learning opportunities that appropriately support their academic, social, and emotional development and create a continuum of learning through third grade.

Performance Measure Shelby County Schools K-2 Literacy will increase from 22.7% on 2018-19 3rd grade TN Ready Assessment to 29.0% on 3rd grade TN Ready Assessment for the 2021 – 2022 academic school year.

The TSI identified subgroup of B, BHN, and ED K-2 Literacy will increase from 22.7% on 2018-19 3rd grade TN Ready Assessment to 29.0% on 3rd grade TN Ready Assessment for the 2021 – 2022 academic school year.

Ford Road Elementary early learners will be engaged in literacy-rich environments that offer meaningful, authentic opportunities to develop the reading, writing, speaking and listening skills essential to becoming college and career ready.

The TSI identified subgroup of B, BHN, and ED early learners will be engaged in literacy-rich environments that offer meaningful, authentic opportunities to develop the reading, writing, speaking and listening skills essential to becoming college and career ready.

SCHOOL LEVEL:

Shelby County Schools K-2 Literacy will increase from 14.9% on 2018-19 3rd grade TN Ready Assessment to 24.9% on 3rd grade TN Ready Assessment for the 2021 – 2022 academic school year.

The TSI identified subgroup of B, BHN, and ED K-2 Literacy will increase from 14.9% on 2018-19 3rd grade TN Ready Assessment to 24.9% on 3rd grade TN Ready Assessment for the 2021 – 2022 academic school year.

**Benchmark Indicator**

**WEEKLY** student (including the TSI identified subgroup of B, BHN, and ED) assessment data to monitor daily task alignment with standards; Analysis of Benchmark assessment results **3 times per year** will inform the alignment of core instruction to K-2 standards at 70% on-track/mastery level; **QUARTERLY** review of student (including the TSI identified subgroup of B, BHN, and ED) success criteria to measure progress toward 3<sup>rd</sup> grade proficiency to inform needed instructional changes and professional development; **QUARTERLY** analysis of District formative assessment (Mastery Connect); **QUARTERLY** Foundational Literacy Quality Reviews (FLQRs) from district instructional literacy advisors on academic gap and root cause analysis to support professional development opportunities based on measured needs

Discipline Data, Feedback from RTI2B specialist, Teacher Feedback, Formal and Informal Walkthroughs

---

**E 4.1.1 Early Literacy Opportunities**

✓ Ready

Promoting the development of preschool children’s emergent literacy skills: A randomized evaluation of a literacy-focused curriculum and two professional development models.

**Tier 1 – Strong Evidence**

**Attachments**

 <https://ies.ed.gov/ncee/wwc/Study/63987>

---

**A 4.1.1 Implement K-2 Educational Assistants**

✓ Ready

Data has indicated a gap as students (including the TSI identified subgroup of B, BHN, and ED) leave 2nd grade. This trend was also recognized throughout the district. In order to bridge the gap between 2nd and 3rd grade, our K-2 Educational Assistants will primarily support K-2 students (including the TSI identified subgroup of B, BHN, and ED) in Tier 2 and/or Tier 3. However, Educational Assistants may also support students (including the TSI identified subgroup of B, BHN, and ED) in Tier 1 (as needed)— particularly during whole group and station rotations. The Paraprofessional will also assist with online testing and progress monitoring. The Educational Assistants adheres to the framework for small group instruction. The admin team, ILT members, and Laureate will monitor the instructional support rendered by K-2 Educational Assistants. They will also support the work by offering feedback and ensure the Educational



Assistants has a schedule that details which teachers and students (including the TSI identified subgroup of B, BHN, and ED) are supported, including the day and time of support. In addition a space will be provided for the paraprofessional to provide pull-out support to small groups of students (including the TSI identified subgroup of B, BHN, and ED).

Person Responsible	Estimated Completion	Funding Sources
Dr. Anniece Gentry, Mrs. Michelle Turner, Mrs. Dikittie Jordan	May 27, 2022	

**S 4.2 Professional Learning**

✓ Ready

Build and strengthen the foundational literacy knowledge of instructional leaders, classroom teachers, and educational assistants through engagement in professional learning experiences anchored in the science of reading.

Provide support to K-2 all teachers through job-embedded professional development activities.

**Benchmark Indicator**

ON-GOING 80% attendance and completion of PD focused on foundational literacy for K-2 to gauge the transfer of knowledge into classroom instruction and inform future professional learning opportunities; MONTHLY monitoring of Laureates knowledge building as measured by the pre- and post-module assessments to measure the increase content and pedagogical knowledge around foundational literacy and inform future professional learning opportunities; QUARTERLY Foundational Literacy Quality Reviews (FLQRs) from district instructional literacy advisors will monitor the academic gap and root cause analysis to support continued professional development opportunities;

QUARTERLY observations of educational assistants support in K-2 classrooms to inform professional learning and resources needed to improve instruction and student (including the TSI identified subgroup of B, BHN, and ED) achievement; MONTHLY attendance and completion review of specialized PD focused on foundational literacy and to inform future professional learning opportunities;

Once a semester DECHS will review the Fall pre-post teacher survey supporting the cohort session to provide feedback, additional PD opportunities, and individualized coaching to K-2 sped teachers.

Insight Survey Feedback, TEM observations, ILT walkthroughs

**E 4.2.1 Professional Learning**

✓ Ready

Professional Learning Transitions and Alignment FROM PRESCHOOL TO KINDERGARTEN

**Tier 1 – Strong Evidence**

**Attachments**

<https://www.ecs.org/wp-content/uploads/Transitions-and-Alignment-From-Preschool-to-Kindergarten.pdf>

[https://learningpolicyinstitute.org/sites/default/files/product-files/Effective\\_Teacher\\_Professional\\_Development\\_BRIEF.pdf](https://learningpolicyinstitute.org/sites/default/files/product-files/Effective_Teacher_Professional_Development_BRIEF.pdf)

**A 4.2.1 Professional Development**

✓ Ready

Provide opportunities for participation in Professional Development for best practices and TN Ready Common Core Shifts. In-house professional development for the new curriculum expectations.

Person Responsible	Estimated Completion	Funding Sources
Dr. Anniece Gentry, Mrs. Michelle Turner, Mrs. Dikettie Jordan, Mrs. Lois Crump	May 27, 2022	

**S 4.3 Foundational Literacy Laureates**

✓ Ready

Designate one Laureate in every elementary and K-8 school to support K-2 teachers with implementing high quality foundational literacy instruction and strategies.

**Benchmark Indicator**

MONTHLY review of Laureate support logs to measure the frequency and level of school-based support to K-2 teachers in the priority coaching areas to inform specific areas of support needed for Laureates; BI-ANNUAL Foundational Literacy Quality Reviews (FLQRs) from district instructional literacy advisors to determine Laureate’s implementation of the 3 major components of a comprehensive literacy block and inform the support needs of individual Laureates

iReady diagnostic

Education Epiphany Walkthrough forms

Review laureate support log to measure student (including the TSI identified subgroup of B, BHN, and ED) performance

ILT meeting trends

Informal observations

**E 4.3.1 Foundational Literacy Laureates**

✓ Ready

Effective Professional Development

**Tier 1 – Strong Evidence**

**Attachments**

[https://learningpolicyinstitute.org/sites/default/files/product-files/Effective Teacher Professional Development BRIEF.pdf](https://learningpolicyinstitute.org/sites/default/files/product-files/Effective_Teacher_Professional_Development_BRIEF.pdf)

**A 4.3.1 Reading Foundational Laureate**

✓ Ready

The foundational laureate will help K-2 teachers with implementing high quality foundational literacy instruction.

The Reading Foundational Laureate will provide ongoing professional development related to the alphabet, the concept of print, phonological awareness, phonics, high frequency words, and fluency.

Person Responsible	Estimated Completion	Funding Sources
Mrs. Tammy Sims	May 27, 2022	

## ✓ Reflection Questions

### Disciplinary Practices

✓ Ready

*Describe how the school will review and analyze student discipline data and take steps to reduce lost instructional time and/or disparate impact due to student discipline in the school.*

Ford Road Elementary will review and analyze behavior tracking folders, guidance counselors' referral forms, and discipline referrals on a weekly basis to reduce lost instructional time due to student (including the TSI identified subgroup of B, BHN, and ED) discipline in the school. We will conduct conferences with scholars and their parents, and if inappropriate behavior continues, administrators will have additional conferences with scholars (including the TSI identified subgroup of B, BHN, and ED) and their parents. Additionally, all stakeholders will be made aware of the process of creating behavior intervention plans for students (including the TSI identified subgroup of B, BHN, and ED), in an effort to deter certain behaviors. Ford Road Elementary will discuss behavior options with scholars (including the TSI identified subgroup of B, BHN, and ED) and help them academically. Moreover, some scholars (including the TSI identified subgroup of B, BHN, and ED) will receive special education services and/or a 504 Plan will be created on scholars' (including the TSI identified subgroup of B, BHN, and ED) behalf. Finally, administration will provide ongoing classroom management professional development in an effort to lessen the disruptive behaviors that are likely to occur inside of the classroom environment.

#### Connects to:

- [Conduct RTI2B Training and Monitoring](#)
- [RTI2B Implementation](#)
- [Conduct BrightBytes Training](#)
- [Implement Behavioral Referral Tracking](#)

### Safe, Supportive, and Healthy Environments

✓ Ready

*Describe the priority needs for providing safe, supportive, and healthy environments in all schools and how the school will meet those needs.*

Instruction will be maximized with engaging, hands-on learning opportunities. This is to alleviate any down time in the classroom. Layers of support will be offered to educators that struggle with classroom discipline. Parents will be invited to the school to attend classes with scholars (including the TSI identified subgroup of B, BHN, and ED) once Covid-19 restrictions are lifted. During parent meetings, we will request specific feedback to ascertain pertinent information to assist us in providing a nurturing, supportive, and healthy environment for all students (including the TSI identified subgroup of B, BHN, and ED). Lastly, all documented feedback will be used accordingly to have additional parent meetings, student mentoring groups, after school tutoring opportunities, and counseling programs.

**Connects to:**

- [Provide Learning Rich Environments for Students](#)
- [Conduct RTI2B Training and Monitoring](#)
- [RTI2B Implementation](#)
- [Implement K-2 Educational Assistants](#)
- [Implement Behavioral Referral Tracking](#)
- [Parent Teacher Organization](#)
- [Conduct BrightBytes Training](#)
- [Expand Community Resources](#)

## Integration of Technology in the Classroom

---

✓ Ready

*Describe the level of access that students have to technology as part of the instructional program and the challenges faced in effectively integrating technology into the instructional program. What steps is the school taking to address these challenges?*

Currently at Ford Road Elementary, we are participating in blended learning; therefore, we depend heavily on technology. Teachers use PowerPoint to prepare lessons for students daily. Teachers use technology during their station rotations. Students ([including the TSI identified subgroup of B, BHN, and ED](#)) get on the online program iReady for intervention.

**Connects to:**

- [Provide Rich Learning Environments for Students](#)
- [Provide Learning Rich Environments for Students](#)
- [Engage students in learning by use of technology](#)
- [Implement Wonders Curriculum](#)
- [Implement Book Nook](#)
- [Implement Education Galaxy](#)

## Family and Community Engagement

---

✓ Ready

*Describe the strategies used to implement effective family and community engagement activities that are meaningful and aligned with student academic achievement in the school. If applicable, address activities specifically designed to engage the parents and families of English Learners and students with disabilities.*

Ford Road Elementary will hold an a.m. and p.m. annual Title I parent meeting to discuss the school's expectations, procedures, policies, status, and to allow parents to meet with teachers to become familiar with classroom expectations. Teachers will host parent nights to ensure that parents are engaged with scholars' ([including the TSI identified subgroup of B, BHN, and ED](#)) learning. The meetings will engage parents in a first-hand look at grade level expectations to support students ([including the TSI identified subgroup of B, BHN, and ED](#)) appropriately. Resources are provided to parents during these meetings to support students' ([including the TSI identified subgroup of B, BHN, and ED](#)) performance in core subjects.

Parent-teacher conferences will be held throughout the year to discuss academic concerns and behavior concerns. These conferences are scheduled by either teacher or parent request. The district also conducts two required parent-teacher conferences throughout the school year, in September and February.

In the fall and winter months, Math, Science, and Literacy Night programs will be held for parents and community

stakeholders. This will give all stakeholders the opportunity to interact with the faculty and staff. They will be taught strategies to enhance student (including the TSI identified subgroup of B, BHN, and ED) achievement.

Ford Road will also invite stakeholders to attend honors' programs, the school's spelling bee, Black History, and Winter programs. Our principal and professional counselors will host multiple events for parents throughout the year such as: Doughnuts with Dads, Muffins with Moms, Pancakes with the Principal, and Grandparents Day. There will be ongoing opportunities for parents and other family members to be engaged and involved in our school.

**Connects to:**

- [Parent Resource Center](#)
- [Provide Learning Rich Environments for Students](#)
- [Parent Teacher Organization](#)
- [Provide Parental Trainings for State Standards](#)
- [Expand Community Resources](#)
- [Parent Trainings for Understanding State Standards](#)

## Professional Learning for Educators

---

✓ Ready

*Describe how professional development for teachers, principals, and other school leaders will build capacity for high quality instruction, positively impact student academic achievement, and address the needs of educators in the school.*

During the 2021-2022 school year, Ford Road will dedicate three days per week to professional development. Tuesdays and Wednesdays will be PLCs and grade level meetings are on Thursdays. The Instructional Leadership Team will conduct informal observations of teachers around professional development throughout the school year. Content specific learning sessions will be held after informal observations, based on the trends or needs indicated from walkthroughs, and will address the following: Unpacking and annotating performance based standards, understanding the Wonders Curriculum, Eureka Math concepts, and understanding the Science and Social Studies standards. Based on teacher data, specific action plans will be put in place to address teachers' needs, while providing the scholars with the best possible education.

**Connects to:**

- [Conduct Collaborative Planning](#)
- [Professional Development](#)
- [Reading Foundational Laureate](#)
- [Prescriptive Professional Development](#)
- [Conduct RTI2B Training and Monitoring](#)
- [Conduct BrightBytes Training](#)
- [Attend District-Required Professional Development](#)
- [Prescriptive Professional Development](#)
- [Conduct Collaborative Planning](#)
- [Develop Leadership and Teaching](#)
- [Curriculum Implementation, Lesson Plans, Blended Learning and Instructional Practices](#)
- [Conduct Collaborative Planning](#)

## Educator Placement

---

✓ Ready

*Describe how the school is reviewing and analyzing data to identify and address disparities that result in students, particularly low income students and minority students, being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.*

Ford Road Elementary uses a variety of data sources to identify and address possible disparities of our low income students being taught by ineffective teachers. We use educators' data from the Teacher Effective Measure scores to assign certified teachers to core subjects that are able to align instruction to students' needs. All educators' scores remain at or above a Level 3, which meets expectations for the state of Tennessee. Another data source, the KEI assessment, is given to new scholars (including the TSI identified subgroup of B, BHN, and ED) and students are placed in kindergarten teachers' homerooms based on the educators' level of experience. Once the school year begins, students' (including the TSI identified subgroup of B, BHN, and ED) demographic data is analyzed by the administrative team and the school's secretary assigns scholars to teachers' homerooms based on students' (including the TSI identified subgroup of B, BHN, and ED) needs. After reputable data is gathered on that student, he/she is placed in the appropriate homeroom. All students (including the TSI identified subgroup of B, BHN, and ED) receiving special education services Individualized Education Programs are reviewed and students (including the TSI identified subgroup of B, BHN, and ED) are placed in the same homeroom for inclusion services.

**Connects to:**

- [Prescriptive Professional Development](#)
- [Develop Leadership and Teaching](#)

## Opportunities for All Students

✓ Ready

*Describe how the school will provide opportunities for all children, including each of the subgroups (ED, major racial & ethnic groups, SWDs and ELs) to meet challenging state academic standards.*

The top priority of Ford Road Elementary is to ensure student academic achievement for all students (including the TSI identified subgroup of B, BHN, and ED) and subgroups. Every plan of action developed will be with scholars at the forefront of all decision making. We will continue to collaborate among content and grade levels. We will continue to be intentional and deliberate with our professional practices to ensure our scholars (including the TSI identified subgroup of B, BHN, and ED) are receiving high quality instruction from every educator. It will be a biweekly practice to analyze students' data to make informed decisions on how best to meet their academic needs. RTI will continue to be used to support scholars' (including the TSI identified subgroup of B, BHN, and ED) skill deficit area(s) in an effort to close instructional learning gaps and encourage appropriate grade level instruction.

**Connects to:**

- [Reading Foundational Laureate](#)
- [Implement RTI2 Daily](#)
- [Provide Rich Learning Environments for Students](#)
- [Additional resources for struggling students](#)
- [Implement Wonders Curriculum](#)
- [Provide Parental Trainings for State Standards](#)
- [Eureka Math](#)
- [Providing supports for students with disabilities](#)
- [Implement Book Nook](#)
- [Implement Education Galaxy](#)

## Strengthening Academics

✓ Ready

*Describe how the school will use methods and instructional practices that strengthen the academic program in the school.*

Ford Road Elementary continues to be focused on student academic achievement for all students (including the TSI identified subgroup of B, BHN, and ED) and subgroups. Every plan of action developed will be with scholars (including the TSI identified subgroup of B, BHN, and ED) at the forefront of all decision making. We will continue to collaborate among content and grade levels. We will continue to be intentional and deliberate with our professional practices to ensure our scholars (including the TSI identified subgroup of B, BHN, and ED) are receiving high quality instruction from every educator. It will be a biweekly practice to analyze students' (including the TSI identified subgroup of B, BHN, and ED) data to make informed decisions on how best to meet their academic needs. RTI will continue to be used to support scholars' (including the TSI identified subgroup of B, BHN, and ED) skill deficit area(s) in an effort to close instructional learning gaps and encourage appropriate grade level instruction.

**Connects to:**

- [Conduct Collaborative Planning](#)
- [Additional resources for struggling students](#)
- [Provide Learning Rich Environments for Students](#)
- [Implement K-2 Educational Assistants](#)
- [Parent Resource Center](#)
- [RTI2B Implementation](#)
- [Implement RTI2 Daily](#)
- [Professional Development](#)
- [Parent Teacher Organization](#)
- [Provide Parental Trainings for State Standards](#)
- [Implement Wonders Curriculum](#)
- [Attend District-Required Professional Development](#)
- [Eureka Math](#)
- [Engage students in learning by use of technology](#)
- [Prescriptive Professional Development](#)
- [Parent Trainings for Understanding State Standards](#)
- [Conduct Collaborative Planning](#)
- [Providing supports for students with disabilities](#)
- [Implement Book Nook](#)
- [Implement Education Galaxy](#)
- [Curriculum Implementation, Lesson Plans, Blended Learning and Instructional Practices](#)

## Quality Learning

✓ Ready

*Describe how the school will increase the amount and quality of learning time.*

Ford Road Elementary developed a master schedule that allows for maximized instructional time. The schedule provides educators and scholars (including the TSI identified subgroup of B, BHN, and ED) with uninterrupted instructional time. Scholars (including the TSI identified subgroup of B, BHN, and ED) are able to engage in hands-on activities and dive deeper into the standards to build conceptual understanding. Educators will implement intentional small group instruction using supplemental materials to close gaps from the Wonders Curriculum and from Eureka Math.

**Connects to:**

- [Reading Foundational Laureate](#)
- [Provide Rich Learning Environments for Students](#)
- [Additional resources for struggling students](#)
- [Provide Learning Rich Environments for Students](#)



- [Eureka Math](#)
- [Engage students in learning by use of technology](#)
- [Implement Wonders Curriculum](#)
- [Conduct Collaborative Planning](#)
- [Parent Trainings for Understanding State Standards](#)
- [Providing supports for students with disabilities](#)
- [Curriculum Implementation, Lesson Plans, Blended Learning and Instructional Practices](#)
- [Conduct Collaborative Planning](#)

## Well-rounded Education

✓ Ready

*The Every Student Succeeds Act (ESSA) defines a well-rounded education as the courses, activities, and subject programming that a school will provide to ensure that all students have access to an enriched curriculum and educational experience. Describe how the school will provide an enriched and accelerated curriculum to ensure that all students, including those with disabilities, have access to a well-rounded education.*

Ford Road scholars (including the TSI identified subgroup of B, BHN, and ED) will be involved in workstations in all content areas. Scholars (including the TSI identified subgroup of B, BHN, and ED) will be involved in science experimentation to help them better comprehend science phenomenon. There will be differentiated activities based on students' (including the TSI identified subgroup of B, BHN, and ED) instructional levels. Scholars (including the TSI identified subgroup of B, BHN, and ED) will also be invited to join a school group such as Guys in Ties, Girls in Pearls, Charity Giving, Student Council, Science Club, Art Club, etc. These groups will be used to enrich and accelerate the curriculum in all content areas, and every scholar (including the TSI identified subgroup of B, BHN, and ED) will have the opportunity to participate.

### Connects to:

- [Reading Foundational Laureate](#)
- [Provide Rich Learning Environments for Students](#)
- [Provide Learning Rich Environments for Students](#)
- [Implement Wonders Curriculum](#)
- [Engage students in learning by use of technology](#)
- [Eureka Math](#)
- [Develop Leadership and Teaching](#)
- [Providing supports for students with disabilities](#)
- [Implement Book Nook](#)
- [Implement Education Galaxy](#)

## At-Risk Students

✓ Ready

*Describe how the school will address the needs of all children in the school, particularly the needs of those at risk of not meeting the challenging state academic standards.*

Educators at Ford Road Elementary will teach Tier 1 instruction to all scholars (including the TSI identified subgroup of B, BHN, and ED); however, they will be required to differentiate lessons to meet the needs of their scholars. Educators will work with at-risk scholars in small groups settings to close instructional achievement gaps in all content areas. Educators will specifically focus on standards and skills where students (including the TSI identified subgroup of B, BHN,

and ED) are underperforming their peers. These scholars will receive tutoring throughout the school year. If deemed necessary, some scholars (including the TSI identified subgroup of B, BHN, and ED) will be referred for additional testing after progress monitoring indicates there may be a need.

**Connects to:**

- [Implement RTI2 Daily](#)
- [Conduct Collaborative Planning](#)
- [Provide Rich Learning Environments for Students](#)
- [Additional resources for struggling students](#)
- [Prescriptive Professional Development](#)
- [Implement Wonders Curriculum](#)
- [Eureka Math](#)
- [Implement Book Nook](#)
- [Develop Leadership and Teaching](#)
- [Providing supports for students with disabilities](#)
- [Implement Education Galaxy](#)

## TSI / ATSI School Progress

✓ Ready

*Reflect on how students have been supported since the school's initial identification and consider how to ensure progress continues in the coming year. Responses should address each of the questions listed below.*

1. *What key strategies have you undertaken in response to your school's initial identification as an ATSI or TSI school?*
2. *What improvements have you seen in the identified subgroups as a result of the implementation of these key strategies? What evidence do you have of these improvements? Consider local data and TCAP data.*
3. *What supports are you planning for 2021-22 to ensure the needs of these student groups continue to be addressed?*
4. *Describe any resource inequities that create a barrier for the support of your identified student groups and explain how you will address these inequities. For example, funding, staffing, facilities, course offerings, extracurricular access, afterschool/summer opportunities, etc.*

## 💬 Feedback on TSI / ATSI School Progress

The Reflection question must describe how students have been supported since the school's initial identification and consider how to ensure progress continues in the coming year.

2 weeks, 4 days ago

After reviewing 20-21 Mastery Connect data, it is evident that additional supports will be needed in Math because of the double digit decrease of scholars (including the TSI identified subgroup of B, BHN, and ED) scoring on-track or mastery from winter to spring in 4th and 5th grade. The team of administrators at Ford Road Elementary will conduct daily informal observations to provide educators with real-time feedback of instructional practices. Professional development will be determined from the informal and formal observation data. We will also have deliberate practice in PLC meetings. The team will review data on a biweekly basis to make informed decisions on next steps to meet scholars' (including the TSI identified subgroup of B, BHN, and ED) needs. We will involve parents and other stakeholders throughout the school year to ensure students' (including the TSI identified subgroup of B, BHN, and ED) success.

**Connects to:**

- [Professional Development](#)
- [Eureka Math](#)

- [Conduct Collaborative Planning](#)

## School Plan Assurances

✓ Ready

*The school hereby assures the Tennessee Department of Education (department) that the school will:*

- 1. Work in consultation with the LEA and numerous stakeholders as the school develops and implements their plan or activities under sections 1118 and 1119*
- 2. Work in consultation with the LEA as the school develops and implements the plan*
- 3. Coordinate and collaborate with the LEA and SEA in providing services to children, youth, and families in addressing major factors that have significantly affected student achievement at the school*
- 4. Consider model programs for the educationally disadvantaged and relevant scientifically based research that may be most effective if focused on students in the earliest grades at schools*
- 5. Ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers*
- 6. Use the results of the student academic assessments and other measures or indicators available to the school, to determine whether all students are/will meet the State's proficient level of achievement on the State academic assessments*
- 7. Ensure that the results from the academic assessments will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand*
- 8. Comply with the requirements of section 1119 regarding the qualifications of teachers and paraprofessionals and professional development*

**If applicable:** *The school hereby assures the Local Education Agency (LEA) and Tennessee Department of Education (department) that the school operating a targeted assistance (TA) will:*

- 1. Help provide an accelerated, high-quality curriculum*
- 2. Minimize the removal of children from the regular classroom during regular school hours for instruction provided under this part; and*
- 3. On an ongoing basis, review the progress of eligible children and revise the targeted assistance program under this section, if necessary, to provide additional assistance to enable such children to meet the challenging State academic standards.*

Accepted by turnermh@scsk12.org on Sept. 1, 2021.

**Connects to:**

- [Professional Development](#)
- [Parent Teacher Organization](#)
- [Eureka Math](#)
- [Implement Wonders Curriculum](#)

## Completed Reviews

Thank you for the time you spent making revisions to your school plan for your TSI subgroups. Watch for an email in the coming weeks with information to sign up for additional supports for TSI schools.

Again, thank you, and I look forward to continuing to support you throughout this school year.

Amanda Hayes

SEA Approved

11/08/2021 10:23 a.m. CST

[See Older Reviews](#)

